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ABSTRACT

This module contains an instructor's guide and student activity packet that are intended to accompany a slide/tape presentation on word processing. The module was developed for use in postsecondary office occupations classes in Texas. The instructor's guide includes general instructions for use in individual or group settings, the narrative for the slide/tape presentation, and specific instructions on how to use the materials. The specific instructions section contains performance objectives, suggestions for class discussion, special notes to the instructor, optional student activities, solutions for activities completed by the students, and suggestions for evaluation of the work produced. The student activity packet consists of a section on information the student must know in order to complete the activities, the performance objectives to be attained, necessary resource materials, and the activities to be completed in order to master the competencies on which the module is based. Activities include letters and other documents to be prepared on word-processing equipment. (KC)

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ED226162

OFFICE OCCUPATIONS

BASIC SKILLS FOR WORD PROCESSING

AUDIOVISUAL PACKAGE

Prepared by Diane E. Johnson

INSTRUCTOR'S GUIDE
STUDENT ACTIVITY PACKET

Published by
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BASIC SKILLS FOR WORD PROCESSING

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INTRODUCTION

This module, made up of a slide/tape presentation and accompanying printed materials, was developed as a result of a proposal funded by the Texas Education Agency to the Occupational Curriculum Laboratory at East Texas State University. Based on the results of a needs assessment of selected postsecondary office occupations instructors from across the state of Texas, this and several other modules were developed to provide instructional materials in competency areas that require formal classroom training. Selected postsecondary office occupations instructors assisted in the development, field review, and evaluation of the final product. To further insure the usability of these products, they were evaluated by members of a business advisory committee and tested by postsecondary office occupations students.

All of the materials in these modules have been developed with student needs and interests in mind and are designed with the flexibility for use as supplementary or primary teaching aids in many of the office occupations classes. The overall reading level of the printed material in this particular package is 8.5 as calculated according to the FOG Index. Overall reading level of the script is 13.51. In general, these reading level scores are consistent with those which can be expected of postsecondary students. The easy reading level of the student materials insures that the students will be able to understand and follow the instructions given. The audio and visual stimuli of the slide/tape help insure understanding of the script by those students whose reading levels do not meet these expectations.

Included in each slide/tape package are a set of full-color slides, a script, a cassette tape, an instructor's guide, and a student activity packet. Each instructor's guide includes general instructions for use by an individual or in a group setting, the narrative for the slide/tape presentation, and specific instructions section contains the performance objectives, suggestions for class discussion, special notes to the instructor, optional student activities, solutions for the activities completed by the students, and suggestions for evaluation of the work produced.

The student activity packet consists of a section on information the student must know in order to complete the activities, the performance objectives to be attained, any necessary resource materials, and the activities to be completed in order to master the competencies on which the module is based.

ACKNOWLEDGMENTS

We extend special thanks to the following committee members and their employers for their cooperation in reviewing, evaluating, and testing the materials developed through this project:

Business Advisory Committee

Nancy Hunsucker, Administrative Manager, Kelly Services

Carol J. Lucas, Employment Assistant, Lone Star Gas Company

Dr. Christine Smart, Consultant, Texas Education Agency

Andy Wimpee, Field Vice President, Kelly Services

Technical Advisory Committee

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Teacher Advisory Committee

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In addition to these specific individuals, selected students at Bee County College and at East Texas State University have tested these materials in thier draft form and have provided valuable input for assuring that the final product meets the needs of the students for whose use this instructional package is intended.

Appreciation is also given to the following individuals, businesses, and institutions for their support, cooperation, and technical assistance.

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BASIC SKILLS FOR WORD PROCESSING

INSTRUCTOR'S GUIDE

GENERAL INSTRUCTIONS

Equipment Needed

Before using this presentation, make sure that arrangements have been made to have the following equipment available: a slide projector, a projection screen, and a cassette recorder/player.

Make sure that all equipment is working properly.

Preparations Before Class

1. Preview the slide/tape presentation and determine how it will be used in your class.
2. Plan short but relevant introductions to tell students what to look for in the slide/tape presentation.
3. Allow enough time to show the presentation in its entirety.
4. If you use handouts, be sure they are distributed after the presentation.

Procedures for Group Setting

1. Choose a point in the lesson where the slide/tape presentation will have the greatest impact.
2. After showing the slide/tape presentation, ask students to give highlights in their own words.
3. If necessary, show the presentation or parts of it again to emphasize points important to successful completion of the activities.
4. If necessary, make arrangements for students to use the slide/tape presentation on an individual basis.

Procedures for Individual Setting

1. Make sure space and equipment are available.
2. Check equipment to make sure it is working properly.
3. Demonstrate the procedures for using the equipment.

4. Have students view the slide/tape presentation as many times as necessary to understand the information given.

Instructions for Using Slides and Cassette Tapes

1. Pick up each slide by its frame so that you do not touch the film.
2. Arrange the slides in the slide tray in sequential order with the slide number in the upper right corner facing you.
3. Insert the cassette tape in the recorder/player.
4. Rewind the cassette tape to be sure it will start at the beginning.
5. Turn on the slide projector. The first slide should be projected on the screen.
6. Start the cassette player.
7. Depress the advance button at the sound of the "beep" if you are using the audible advance.

(NOTE: Review the above procedures with those students who will be using the package individually.)

Student Checksheets

Student checksheets provide a convenient means for the student to take notes while viewing the slide/tape presentation. The points identified on the student checksheets are those the student will have to be familiar with in order to complete the activities provided.

Resource Sheets

Resource sheets contain information essential to the activities and serve as reinforcement for the competency requirements covered by the slide/tape presentation. Students should use the resource sheets as instructed in each student activity packet.

Activity Sheets

Activity sheets are working papers for students. Students are instructed to use them when completing certain activities.

BASIC SKILLS FOR WORD PROCESSING

INSTRUCTOR'S GUIDE

SPECIFIC INSTRUCTIONS

Introduction

Basic Word Processing Skills is a competency-based audiovisual aid developed to help students understand and obtain the basic skills prerequisite to obtaining training for or employment in a word processing position.

This slide/tape package consists of 79 full-color slides, a cassette tape, an instructor's guide, a script, and a student activity packet that could be used as primary or supplementary instructional tools in a variety of courses that prepare students to move into word processing training or employment situations, including intermediate or advanced typewriting. Any of these written materials, which are not copyrighted, can and should be reproduced in order to provide an adequate supply of materials for completing the activities; there are no separately printed student materials.

Performance Objectives

If a student satisfactorily completes this instructional package, the following competencies can be expected:

1. The student will be able to name and explain the three components of a word processing system.
2. The student will be able to use appropriate references for finding needed information.
3. The student will be able to edit input for grammar, spelling, capitalization, expression of numbers, and cohesiveness.
4. The student will be able to output mailable documents from handwritten input.
5. The student will be able to output mailable documents from lightly revised input.
6. The student will be able to output mailable documents from heavily revised input.
7. The student will be able to output mailable documents from rough draft input.
8. The student will be able to accurately proofread output.

9. The student will be able to compute productivity figures.

Special Notes to the Instructor

This instructional audiovisual package may be used in its entirety in a group setting or as a component of an individualized instruction curriculum. The instructor who desires to adapt this particular package to the specific needs of the program may find the following suggestions helpful.

1. This package is introductory in nature and provides an overview of the skills a student must master before attempting to move into specific training or employment in word processing. The jobs provided are intended to acquaint the student with the most common types of input with which word processing operators work. The jobs may be completed on either the standard office typewriter or, if available and training has previously been or is concurrently being provided, on automatic word processing equipment.

2. The types of jobs provided with this packet and the input mode in which these jobs appear are based on the results of the Delta Pi Epsilon National Study of Word Processing Installations in Selected Business Organizations (1981).

3. If the time constraints under which this unit is used are not sufficient to allow the student to complete all of the activities provided, select at least one each of the problems that require specific types of output from selected input modes. The jobs in the Student Activity Packet from which to select include:

Job No.	Output	Input Mode
1	Letter	Handwritten
2	Memorandum	Heavy Revision
3	Report w/Tables	Light Revision/Statistical
4	Memorandum	Rough Draft
5	Report	Rough Draft
6	Report	Handwritten
7	Letter	Light Revision
8	Table	Light Revision
9	Letter	Handwritten
10	Letter	Handwritten

4. The jobs provided have not been arranged in any specific order; therefore, the student may complete the jobs in any order preferred or in any order requested by the instructor.

5. If any of the provided activities cannot be used in your setting,

or if students require additional activities to achieve the performance objectives, refer to the section entitled "Optional Student Activities." Neither resource sheets nor activity sheets are provided for these optional activities.

6. The instructor who wishes to present this material in smaller segments will find logical stopping points immediately following each of these slides: 16 (typing skills), 28 (transcription skills), 38 (proofreading skills), 45 (grammatical skills), 54 (use of resources and references), 54 (mathematics), 79 (concepts and theory of word processing).

7. Testing instruments are not included with this package. The following are provided as possible means of testing mastery of the competencies addressed:

   a. Use jobs 2 and 9 as test items rather than as daily activities.

   b. Purchase commercially available textbooks or work papers that are intended to evaluate mastery of the competencies.

   c. Adapt previously purchased or developed materials to test the competencies.

   d. Personally develop activities that incorporate the competencies addressed.

Time and Facilities

Approximately one 45- or 50-minute class period should be set aside for a brief introduction to and presentation of the slide/tape, which can be shown in any room that can be darkened or that has individual carrels equipped with slide carousels and cassette tape players. In addition, at least one class period, prior to use of the slide/tape presentation, should be set aside to explain and discuss the concept and growth of word processing.

As a method of reinforcing the information contained in the slide/tape presentation, one class period or a portion thereof should be devoted to discussing the information presented. Finally, the students should be able to complete the ten provided activities in approximately 4 to 6 hours. These time estimates are provided as guidelines only. The actual time spent in completing this package will vary with the amounts and types of discussion activities that take place and with the abilities of the students. If the instructor adds other activities or has students revise output created as a result of the provided activities, additional time will be required for completion. The estimated time needed to complete the provided activities is based on field test results of postsecondary students.

Suggestions for Discussion (for use in a group setting)

1. Before this slide/tape is presented, discuss with the students the performance objectives that must be met. Discuss the emergence and growth of word processing, including the differences in vocabu-

lary, productivity measurement, and equipment.

2. After the slide/tape presentation has been used, review the following elements of the presentation:
   a. The necessity for highly developed typewriting skills.
   b. The various types of transcription methods.
   c. The importance of and techniques for proofreading.
   d. The need for highly developed grammatical skills and resources that are available for improving these skills.
   e. The variety of resources and references available in the classroom and their value to the word processing operator.
   f. The use of mathematics in relation to computing productivity figures and other similar figures.
   g. The three components of a word processing system.
   h. The four types of word processing systems.

3. Discuss the terms "formatting," "input," and "output." Show an example of a document and discuss it in terms of these three phases of word processing.

4. Arrange to have at least one (and preferably all) of the following types of word processing personnel discuss the elements of their jobs: a word processing supervisor, a word processing operator, an administrative support employee. Ask the speaker(s) to give a brief presentation and to be prepared to answer students' quesions.

Optional Student Activities

Ten activities are provided in the Student Activity Packet. These activities are designed to reinforce the information presented on the slide/tape and to give students an opportunity to develop and demonstrate mastery of the basic prerequisite skills for word processing.

The following suggestions for additional activities may be used with students who need further skill refinement in these competencies, in courses where any or all of the provided activities are inappropriate, or as additional opportunities for students to master the competencies.

1. Ask members of your business advisory committee for copies of productivity measurement guides used in their companies. Select one of two of those collected for use in measuring individual student productivity. Have the students compute their individual productivity figures for a given length of time.

2. If possible, arrange a field trip to one or any combination of the following:
   a. A word processing center
   b. A word processing equipment manufacturer
   c. A word processing equipment distributor

3. If possible, and if you do not have regular access to word processing equipment, arrange for an on-site demonstration of a piece of word processing equipment (preferably a visual display unit and printer). Allow each student an opportunity to operate the equipment.

4. Organize and operate the classroom as a word processing center for a one-week period (or any other specified length of time). Divide the class into groups of supervisors, word processing operators, and administrative support personnel. Accept work from department faculty/staff as input for the "center."

5. Have each student interview an individual employed in a word processing position and write a summary of the interview. Require the interviewer to collect data in the following areas:

   a. Job title

   b. Job description

   c. Job duties

   d. Type of work setting (centralized, decentralized, etc.)

   e. Positive aspects of the position

   f. Negative aspects of the position

6. After the student(s) have completed the provided activities, check the output and return it to the student(s) with revisions to be made. Revisions could be standardized for each student and each activity by adding paragraphs, deleting paragraphs, changing information, changing format, and so forth. This step would closely align the activities in this package with what occurs in the work place.

Suggested Evaluation Criteria

The following is a checklist that can be used when evaluating the student's successful completion of this package. This checklist is not intended as a method of grading but merely as a means of determining whether or not the student has mastered the competencies presented in the package.

1. Activity 1

   a. The letter is typed on WPS letterhead. _____

   b. The letter is placed attractively on the page. _____

   c. All lines of the letter begin at the left margin. _____

   d. The student has used 1½-inch left and right margins. _____

   e. The letter is typed neatly and accurately. _____

   f. All errors have been neatly corrected. _____

   g. The student has completed the bottom section of the job ticket. _____

h. The student has filled out the appropriate section on the word processing log. _____

i. The student has correctly calculated the adjusted lines. _____

2. Activity 2

a. The memorandum is typed on the provided form. _____

b. The memorandum is placed attractively on the page. _____

c. All lines of the memorandum begin at the left margin. _____

d. The student has used 1½-inch left and right margins. _____

e. The memorandum is typed neatly and accurately. _____

f. All errors have been neatly corrected. _____

g. The student has completed the bottom section of the job ticket. _____

h. The student has filled out the appropriate section on the word processing log. _____

i. The student has correctly calculated the adjusted lines. _____

3. Activity 3

a. The report is typed on plain bond paper. _____

b. The report is placed attractively on the page. _____

c. All lines of the report, except the heading and sub-heading and the information in the tables, begin at the left margin. _____

d. The student has used 1½-inch left and right margins. _____

e. The student has used a 1½-inch top margin on the first page of the report. _____

f. The student has used 1-inch top margins on all other pages. _____

g. Page numbers are placed at center bottom on the first page and in the upper right corner on all other pages. _____

h. The tables have been boxed. _____

i. The report is typed neatly and accurately. _____

j. All errors have been neatly corrected. _____

k. The student has completed the bottom section of the job ticket. _____

l. The student has filled out the appropriate section on the word processing log. _____

m. The student has correctly calculated the adjusted lines. _____

4. Activity 4

a. The memorandum is typed on the provided form. _____

b. The memorandum is placed attractively on the page. _____

c. All lines of the memorandum begin at the left margin. _____

d. The student has used 1½-inch left and right margins. _____

e. The memorandum is typed neatly and accurately. _____

f. All errors have been neatly corrected. _____

g. The student has completed the bottom section of the job ticket. _____

h. The student has filled out the appropriate section on the word processing log. _____

i. The student has correctly calculated the adjusted lines. _____

5. Activity 5

a. The report is typed on plain bond paper. _____

b. The report is placed attractively on the page. _____

c. All lines of the report, except the heading and subheading, begin at the left margin. _____

d. The student has used 1½-inch left and right margins. _____

e. The student has used a 1½-inch top margin on the first page of the report. _____

f. The student has used 1-inch top margins on all other pages. _____

g. The side headings are underscored and separated from the preceding and following material by a double space. _____

h. Page numbers are placed at center bottom on the first page and in the upper right corner on all other pages. _____

i. The report is typed neatly and accurately. _____

j. All errors have been neatly corrected. _____

k. The student has completed the bottom section of the job ticket. _____

l. The student has filled out the appropriate section on the word processing log. _____

m. The student has correctly calculated the adjusted lines. _____

6. Activity 6

a. The report is typed on plain bond paper. _____

b. The report is placed attractively on the page. _____

c. All lines of the report, except the names of the investigator and researcher, begin at the left margin. _____

d. The student has used 1½-inch left and right margins. _____

e. The student has used a 1½-inch top margin on the first page of the report. _____

f. The student has used 1-inch top margins on all other pages. _____

g. Page numbers are placed at center bottom on the first page and in the upper right corner on all other pages. _____

h. The report is typed neatly and accurately. _____

i. All errors have been neatly corrected. _____

j. The student has completed the bottom section of the job ticket. _____

k. The student has filled out the appropriate section on the word processing log. _____

l. The student has correctly calculated the adjusted lines. _____

7. Activity 7

a. The letter is typed on WPS letterhead. _____

b. The letter is placed attractively on the page. _____

c. All lines of the letter begin at the left margin. _____

d. The student has used 1½-inch left and right margins. _____

e. The listing is set off vertically and horizontally from the body of the letter. _____

f. The letter is typed neatly and accurately. _____

g. All errors have been neatly corrected. _____

h. The student has completed the bottom section of the job ticket. _____

i. The student has filled out the appropriate section on the word processing log. _____

j. The student has correctly calculated the adjusted lines. _____

8. Activity 8

a. The table is typed on plain bond paper. _____

b. The table is centered vertically on the page. _____

c. The table is centered horizontally on the page. _____

d. Sufficient space has been allowed between columns of the table. _____

e. A column labeled "Number of Items Used" has been added between "On Hand January 1" and "Replenished." _____

f. The calculations for the "Number of Items Used" are correct. _____

g. The table is typed neatly and accurately. _____

h. All errors have been neatly corrected. _____

i. The student has completed the bottom section of the job ticket. _____

j. The student has filled out the appropriate section on the word processing log. _____

k. The student has correctly calculated the adjusted lines. _____

9. Activity 9

   a. The letter is typed on WPS letterhead. _____
   b. The letter is placed attractively on the page. _____
   c. All lines of the letter begin at the left margin. _____
   d. The student used 1½-inch left and right margins. _____
   e. The letter is typed neatly and accurately. _____
   f. All errors have been neatly corrected. _____
   g. The student has completed the bottom section of the job ticket. _____
   h. The student has filled out the appropriate section on the word processing log. _____
   i. The student has correctly calculated the adjusted lines. _____

10. Activity 10

   a. The letter is typed on WPS letterhead. _____
   b. The letter is placed attractively on the page. _____
   c. All lines of the letter begin at the left margin. _____
   d. The student has used 1½-inch left and right margins. _____
   e. The letter is typed neatly and accurately. _____
   f. All errors have been neatly corrected. _____
   g. The student has completed the bottom section of the job ticket. _____
   h. The student has filled out the appropriate section on the word processing log. _____
   i. The student has correctly calculated the adjusted lines. _____

11. Completion time for activities

   a. Completion time was less than the suggested time limits. _____
   b. Completion time was within the suggested time limits. _____
   c. Completion time was greater than the suggested time limits. _____

KEYS TO ACTIVITIES

A key is provided for each of the ten jobs assigned. After you have checked a paper against the appropriate key, follow these steps:

1. Locate the total lines figure shown at the bottom of the last page of each key. The total lines figure is shown for a 12-pitch machine, but this figure will also be used for those typing on a 10-pitch machine.

2. Multiply the total lines figure by the appropriate adjustment factor to calculate the total adjusted lines. (example: Job 1)

   34 lines x 1.25 (adjustment factor, handwritten letter) =

   42.5 total adjusted lines

3. Divide the total adjusted lines by the number of minutes used to complete the job; the resulting figure will be the lines-per-minute rate of the student.

*4. To convert the lines-per-minute count to an approximate word-per-minute figure, multiply the figure obtained in step 3 above by 13 (the average number of words per line using the required 1½-inch side margins).

   *This step will give an approximate words-per-minute figure. The resulting calculation will be slightly higher than the actual words-per-minute rate since the figure is not adjusted for partial lines.

****

Job 1

WPS Word Processing Store
Word Processing Store
Word Processing Store

2101 Walnut Hill Box 1267 Dallas, TX 75228 214/239-8449

Current Date

Ms. Dorothea Lewis
4431 Main Street
Corpus Christi, TX 78409

Dear Dorothea

Thank you for the announcement of the NWPA professional development committee meeting in Houston on March 25-27. I'm sorry to say that some unforeseen problems have arisen that force me to miss the meeting.

As you know, this is a very busy time of the year for us. Therefore, when one of our department supervisors resigned two weeks ago, we found ourselves in a "management by crisis" situation. We are now actively searching for someone to fill that key position and have scheduled interviews for that entire week. As a result, I must remain "close to home" to oversee the operation of that department until the position has been filled.

Since I will be unable to be at the planning session, I hope that you will be able to present my suggestions for next fall's conference. The enclosed sheet outlines some suggested resources to be used at that meeting. You will notice that our Training and Development division has developed three audiovisual presentations on the job application process--the professional development area targeted for presentation to the membership during the fall conference. We would be happy to share these with the committee and with the general membership. In addition, we have a staff member who is experienced in conducting small group workshops on developing a professional vita and who could perhaps be an asset to the program being planned.

Please let me have the committee's reactions to these suggestions as soon as possible. If you think any of them would be appropriate, I'll be happy to pursue them further.

Sincerely

Cynthia P. Larson
Word Processing Supervisor

rsf

Enclosures: Suggested resources

TOTAL LINES (12 PITCH) = 34

Job 2

MEMORANDUM

TO: National Word Processing Association
Professional Development Committee

DATE: Current Date

FROM: Cynthia P. Larson

SUBJ: Suggested Resources for Fall Conference Program

Listed below are my suggestions for the fall conference of the NWPA.

A. Proposed Program Activities

1. Small-group seminar on the job application process
2. Small-group workshop on developing a professional vita

B. Audiovisual Presentations

Session	Title of Presentation
I	"Sources to Use When Seeking Employment"
	"Preparing a Resume and Writing a Letter of Application"
II	"Interviewing for a Job"
III	"Follow-up: A Vital Activity for Job Seekers"

C. Workshop Organization

1. Pre-registration required
2. Small groups limited to ten participants per group
3. Three sessions, each session scheduled for a two-hour block of time
4. One facilitator and one assistant to present information and monitor the development of the vitas
5. Equipment needed: overhead projector
6. All materials provided for participants (participants will be expected to provide a copy of their most recent resume and any additional information to be added to that resume)

rsf

TOTAL LINES (12 PITCH) = 39

Job 3

CHAPTER III

Findings

In determining the interests of the television viewing audience, one must determine who represents the majority of the viewing public. As shown in Appendix A, the age group "Under 13" will watch, on a daily average, more television than any other group. Age group "13-17" is the second longest viewing time audience followed by those "over 50." Between the ages of 18 and 50, the interest in television viewing decreases sharply.

Table I below shows that age group "Under 13" watches more morning television than afternoon or evening programming. In contrast, age group "13-17" prefers the afternoon and "Over 50" watches most of its television in the evening. The viewing public as a whole watches more television in the evening hours and less during the morning hours.

TABLE I

PREFERENCE OF TIME OF DAY FOR WATCHING TELEVISION

Age Group	Morning	Afternoon	Evening
Under 13	3	2	1
13-17	1	3	2
18-25	2	1	3
26-35	1	2	3
36-50	1	2	3
Over 50	2	1	3
TOTALS	10	11	15

NOTE: #1 preference was given 3 points
#2 preference was given 2 points
#3 preference was given 1 point

Source: Primary

Table II shows that age group "Under 13" chooses to watch, in order of preference, comedy, adventure, sports, and educational programming. Age group "13-17" selected sports, adventure, talk shows, and comedy. "Over 50" selected educational, sports, comedy, and talk shows. The viewing public as a whole chooses adventure in first place, comedy and sports in a tie for second and third place, and educational programming fourth. (NOTE: In the total of the talk column, there is a drastic drop in overall popularity from the educational total. This indicates that the public as a whole has only four "major" preferences in television viewing.)

TABLE II

WHAT EACH AGE GROUP PREFERS TO WATCH ON TELEVISION

Age Group	Adventure	Comedy	Educational	Sports	Talk
Under 13	4	5	2	3	1
13-17	4	2	1	5	3
18-25	4	5	2	3	1
26-35	5	2	4	3	1
36-50	5	3	4	2	1
Over 50	1	3	5	4	2
TOTALS	23	20	18	20	9

NOTE: #1 preference was given 5 points
#2 preference was given 4 points
#3 preference was given 3 points
#4 preference was given 2 points
#5 preference was given 1 point

Source: Primary

The questionnaires revealed that in age group "13-17" four of the seven viewing public feel that there is too little censorship used in programming. Only one considers the present degree of censorship as too much. In age group "26-35" the feelings are reversed. Only four of the nineteen respondents indicated too much censorship. Out of both age groups "36-50" and "Over 50" only one of twenty-three and one of fourteen, respectively, considered censorship as too much. Age group "Under 13" was not considered relevant to the findings. Considering the viewing public as a whole, forty-six of the eighty-eight questionnaires indicated that the censorship is inadequate.

TOTAL LINES (12 PITCH) = 85

Job 4

MEMORANDUM

TO: All Managers **DATE:** Current Date

FROM: Godfrey Fathers
President

SUBJ: The New Computer System

A ten-year contract has been signed with Branto Company for the utilization of their computer system for claims, finance, actuarial, and personnel. The data processing personnel now a part of our company will be transferred to Branto Company at no loss in salary or in benefits.

It would behoove each of you to begin immediately a process of determining which of your assistant managers and supervisors you would prefer to retain.

By the end of the next six months, it is expected that the claims department will have 30 percent fewer supervisory personnel and 12 percent fewer clerical personnel. Each of the other divisions will be similarly affected at a later date, so the rest of you have more time to reach a decision.

Logically, each of you can expect to operate with a smaller, but better motivated and paid, staff.

ref

TOTAL LINES (12 PITCH) = 20

Job 5

BUSINESS AND OFFICE

Job opportunities within this occupational cluster are expected to be abundant in Texas during the 1980's. Despite inflation, economic downswings, and rising unemployment in the nation as a whole, Texas is expected to fare better for two reasons. First, our state has a diversified economy; downturns in one sector are likely to be offset by gains in other economic sectors. The second reason is population growth. Inmigration is a major factor and is likely to increase as energy shortages in colder parts of the nation motivate more people to move to warmer climates in the Southwest.

However, one trend identified for the 1980's will be toward greater stability of work locations for employees. Employers are finding it very expensive to move employees around the nation: to relocate a middle-management type of employee from Dallas to the West Coast is costing one company about $35,000. In addition, employee expectations are a factor in such costs. A relocated employee often wants management to plug in the refrigerator, re-wire the new home for stereo sound, and buy new curtains to harmonize with his/her furniture. Moreover, cost-of-living differentials between places in the United States are lessening. The advantage from lower living costs for a New Jersey employee to relocate in Texas is much less than it once was.

For such reasons, more and more employers will rely during the 1980's on in-house training to provide the particular types of employees needed at a given geographical location.

Getting Started

The notion that the way to start in business and office work is to get a clerk's job is outdated if, indeed, it was ever accurate. In fact, companies are abandoning the word "clerk" in all their job titles, partly because it fails to describe the variety of work at entry-levels in business and office occupations. The variety of entry-level jobs is extensive.

Consider real estate as a random example. Land is a commodity. Questioning a few aspects of that commodity will suggest immense variety in the ways to start work in the field. How is property defined, described, and located? What are its characteristics, including environmental factors like smoke, dust, and even location of the nearest bus stop? What factors control land use, including federal, state, county, and city regulations affecting it? How is it assessed and taxed, and by whom? What are the ownership interests and rights for a particular property, including liens, easements, deed restrictions and attachments, and other encumbrances?

Title searches and information represent a distinctive kind of specialization within the real estate industry. Surveying, inspecting

Job 5 (cont.)

residences and buildings for construction soundness, and value appraising suggest other specialities. Condominiums and cooperatives, mobile homes, one-family residences, and commercial properties are still others.

Accounting as a Career Highway

Whether in real estate, banking and finance, insurance, or some other sector in this occupational cluster, the clearest career pathway for the 1980's appears to be accounting.

Money management in every industry is becoming a complete art in itself. That trend is typified by the banking industry. Profit margins have narrowed, interest rates are strictly controlled, and management must be "fine tuned." Hence, it is desirable that everyone working in a bank has some knowledge of accounting--what it is, what it's for, and what can be done with it. Knowledge of accounting is one reason why young people at entry-level jobs five years ago are now running departments within a bank.

Accounting is also a common thread throughout the insurance industry from general accounting to budgeting to cost accounting; from audit trails and tax accounting through preparing statements on up to risk selections, underwriting, and the calculation of actuarial tables which are the "mathematics" of insurance.

Every single business, social, and governmental organization in existence has at least one accountant. Accounting probably is one of the most transferable skills in the job market today. It is transferable between companies within an industry and also between industries.

Four Accounting Lanes

This career highway is so broad and extensive that it may be helpful to think of accounting in four separate areas.

One is private accounting or basically what is done in the accounting department of any organization whether it be in agriculture, services, manufacturing, distribution, or government.

The second accounting area is data processing. In this context, "data processing" does not connote the need for systems engineers and programmers so much as it means a need for people who prepare the data, enter the data into computers, control the data, operate the computers, and analyze the data. In Texas the need for such people is rising and not all of them have to have college degrees. In fact, one expert observed that for some data processing a college degree is definitely not an advantage.

The third area is internal auditing. It is an expanding part of the accounting craft both in government and in private industry. Larger organizations especially are increasing the size and scope of internal auditing.

Public accounting, the fourth area, is more likely to seek people with college degrees. Both the variety and complexity of accounting

systems and problems in this area require somewhat higher levels of accounting skills and understanding.

Forces Behind the Demand

Curiously, an economic recession such as marked mid-1980 is more likely to increase than to reduce job opportunities in accounting. Economic downturns generate tremendous pressures on businesses and governmental units to become more efficient. A major way to become more efficient is to become more conscious of costs...the financial aspects...of every activity. That usually requires accountants.

Another factor in the growth of accounting jobs is the widening use of computers. Despite some concerns about economic conditions, both large and small companies in Texas are investing in new, computerized data processing systems. The need for personnel is so extensive that many companies are transferring employees from other operations to this function.

Conclusions

The demand for full-charge bookkeepers, now called accountants, is astonishing. If they are true technicians, if they get fun out of creating something, and if they are oriented toward quality work and high craftsmanship, they also get job satisfaction which is very real and meaningful.

Accounting can lead to a position in higher management if a person desires that. But essentially accounting is a technical field and one doesn't have to be a manager to succeed. Some college graduates with a degree in accounting want to assume a managerial role immediately. There's some evidence that the more education one has, the greater the difficulty at the entry level in getting started. "There's nothing more miserable than a Harvard MBA doing basic entry level audit or accounting work."

At entry levels, more important than academic degrees is familiarity with ordinary business office machines. Today nearly everyone has a pocket calculator, and on every desk in every bank in the world will be found some kind of more sophisticated calculator.

Business and office employees truly represent a wide range of career interests and can be found in more businesses and industries than are graduates of any other single career cluster.

TOTAL LINES (12 PITCH) = 126

Job 6

ABSTRACT

"Identification and Utilization of Employer Requirements for Entry-Level Health Occupations Workers"

Professional Health Occupations Employees Organization Special Grant

Ellis M. Roberts, Ph.D., Investigator
Lorreta S. King, Researcher

The purpose of this applied research project was to determine the entry-level competencies that are expected of health occupations workers by health professionals in a variety of practice settings. Specifically, lists of competencies associated with the performances of assistance-level employees in nursing, medical, laboratory, and dental services were completed by physicians, dentists, and other health professionals. These employers identified, by title, the workers who are expected to perform the competencies, the frequencies with which the skills are performed, the relative importance of the tasks, and the levels of training needed for successful performance of the competencies.

Over 400 returns were processed for keypunching and subjected to a wide range of statistical analyses. Adjusted frequencies indicate a marked differentiation of job responsibilities in the dental service area among dental assistants, laboratory technicians, and dental hygienists. All associated competencies carry some or much importance and are usually performed on a daily or weekly basis. Although many skills are considered either an on-the-job training function or the function of secondary schools, more specialized responsibilities are expected to be taught at postsecondary institutions.

In nursing services, nursing assistants are expected to perform basic patient care tasks and are perceived to receive this training in secondary schools and through supervised work experience. Medical assistants are primarily responsible for only a few competencies, while LVNs are expected to perform a wide range of activities. Several competencies were felt to be the exclusive responsibility of another employee, presumably an RN. No clear trends regarding appropriate levels of training developed.

Medical assistants carry primary responsibility for several tasks in a health setting. Most stated competencies are expected to be performed by medical laboratory technicians and other employees--e.g., medical technologists. The expected competencies are viewed as the training responsibility of postsecondary institutions.

Demographic information was subjected to crosstab procedure to aid in understanding the response patterns of participating health profes-

sionals. Moreover, there was an examination of common (generic) competencies among the three survey instruments utilized in the investigation.

It is hoped that the results of the study will be used as valuable tools by educators concerned with the training of health employees. Additionally, the results suggest avenues for modifying and redefining secondary and postsecondary training programs to meet the job requirements of employers.

TOTAL LINES (12 PITCH) = 49

Job 7

WPS Word Processing Store
Word Processing Store
Word Processing Store

2101 Walnut Hill Box 1267 Dallas ,TX 76228 214/239-6449

Current Date

Mr. Paul Matthews
Mannis Manufacturing Company
732 Blue Bell Road
Greenville, TX 75401

Dear Mr. Matthews

On June 6 we gave you our order P-5470 for 20 single pedestal typewriter desks to be delivered on or before July 5. These desks were to be manufactured according to the following specifications:

42 inches by 30 inches
drop head, heavy-duty construction
1-inch thick solid oak top
3 drawers on the right hand side
lock in top drawer to lock all drawers when closed

In your shipment--which arrived three weeks after the guaranteed delivery date--we found that five of the desks were badly damaged and that eight of the desks were made with veneer tops rather than the solid tops specified.

These desks were ordered for seven of our best customers--all prominant firms in Sulphur Springs, Texas. Therefore, the construction must match the specifications.

Although the lateness of the delivery has caused some damage to our goodwill with these customers, we feel that we can still maintain good relations if you will replace the thirteen faulty desks within seven days. At the same time, we will be willing to keep the damaged desks for future sales if you will allow us a 32 percent discount to cover the cost of refinishing and repairing them.

Sincerely

David O. Davis
Purchasing Agent

ref

TOTAL LINES (12 PITCH) = 31

Job 8

OFFICE SUPPLIES INVENTORY

January 1, 19-- to December 31, 19--

Supply	On Hand January 1	Number of Items Used	Replenished	On Hand December 31
Appointment books	8	8	--	0
Bond paper	20 rm	10 rm	--	10 rm
Carbon paper	2 bx	1 bx	--	1 bx
Correction fluid	10 btl	1 btl	--	9 btl
Desk calendars	7	7	--	0
Invoice forms	5,000	1,257	5,000	8,743
Letterhead envelopes	1,000	375	500	1,125
Letterhead paper	10 bx	9 bx	12 bx	13 bx
Pencils	10 dz	6 dz	5 dz	9 dz
Pens	10 dz	5 dz	--	5 dz
Purchase order forms	1,000	48	--	952
Typewriter correction ribbons	75	10	--	65
Typewriter ribbons	67	46	--	21
Window envelopes	1,000	1,275	1,500	1,225

(NOTE: Job typed on a 10-pitch typewriter would require the paper to be inserted into the typewriter horizontally.)

TOTAL LINES (12 PITCH) = 19

Job 9

WPS Word Processing Store
Word Processing Store
Word Processing Store

2101 Walnut Hill Box 1267 Dallas ,TX 76228 214/239-6449

Current Date

Mr. James Austin
P.O. Box 26433
Dallas, TX 75242

Dear Mr. Austin

Thank you for your letter describing your plans for an enterprising landscape project. WPS shares your interest in conservation, and you certainly set a fine example for other organizations.

Last spring's quick thaw and heavy rain created near flood conditions within WPS's industrial park. In keeping with our concern about ecology, we called on several engineers to evaluate the damage. They suggested that the rocks you referred to could be used to improve the drainage on the property. Consequently, as appealing and worthwhile as your project is, we are not able to offer you the rocks.

Perhaps, however, we might still give you some help. The rocks were collected from the Glen Adams farm, about five miles north of Denton. Mr. Adams is anxious to rid his pasture of the rocks, and perhaps he will let your fraternity members select what they need for the rock garden. You can contact him at 555-8619.

Please feel free to call us if you need further assistance. Your idea is an excellent one, and we wish you success with it.

Sincerely

Saundra Fields
Customer Service Manager

ref

TOTAL LINES (12 PITCH) = 25

Job 10

WPS Word Processing Store
Word Processing Store
Word Processing Store

2101 Walnut Hill Box 1267 Dallas ,TX 76228 214/239-6449

Current Date

Ms. Ann McKay, Manager
Teelo Insurance Agency
Paris, TX 75460

Dear Ms. McKay

Our appreciation is extended to your agency and to Bill Snow, your adjuster, for the tactful, efficient, and fair treatment we received in settling our recent accident claim.

This was the first accident one of our employees has had while on the job; therefore, we were almost totally unaware of all of the necessary arrangements that had to be made. Mr. Snow proved to be very well informed on this subject. Through his efforts, the claim was settled quickly and to the satisfaction of everyone concerned.

Mr. Snow is truly an asset to your agency.

Sincerely

David O. Harrington
General Manager

ref

TOTAL LINES (12-PITCH) = 18

SLIDE NO.	SLIDE DESCRIPTION	NARRATIVE
1	Focus/Synchronize Slide	OCL Logo
2	Title Slide	Basic Skills for Word Processing
3	Stop Slide	Before beginning this slide/tape presentation, stop the recorder and locate the Student Checksheet in your Student Activity Packet. This checksheet provides a convenient means of taking notes on those portions of the presentation that you will need to know in order to confidently complete the activities that accompany this slide/tape package.
4	TYPING SKILLS (composited over a typewriter)	John Meroney, a word processing supervisor for Price Waterhouse and Company, has identified seven areas in which word processing applicants should be skilled. He lists those seven areas as typing skills,
5	TRANSCRIPTION SKILLS (composited over a transcriber)	transcription skills,
6	PROOFREADING SKILLS (composited over a proofread copy of a letter)	proofreading skills,
7	GRAMMATICAL SKILLS (composited over grammar/ English textbooks)	grammatical skills
8	USE OF RESOURCES AND REFERENCES (composited over a dictionary and other reference books)	use of resources and references,
9	MATHEMATICS (composited over a table of figures)	mathematics,
10	CONCEPTS AND THEORY OF WORD PROCESSING (composited over a terminal)	and concepts and theory of word processing. By examining each of these areas individually, their importance will become apparent.

19

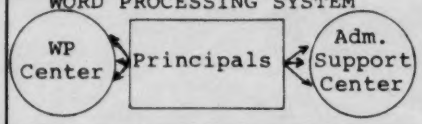
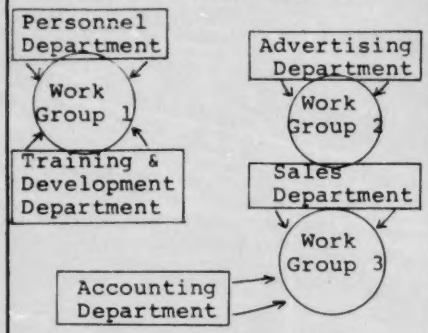
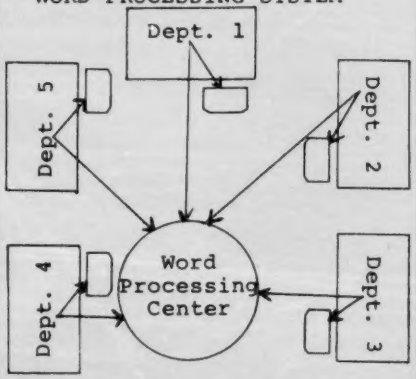
SLIDE NO.	SLIDE DESCRIPTION	NARRATIVE
11	a pie chart showing the various typing speeds by percent with 50 and 60 words per minute highlighted	Typing or keyboarding skill, as it is known to word processing operators, is vital. A recent nationwide study conducted by Delta Pi Epsilon found that almost 53 percent of the 308 word processing managers surveyed require entry-level word processing operators to type at least 50 words per minute.
12	a pie chart showing the various typing speeds by percent with 40 words per minute highlighted	Only 10 percent of these managers felt that a typing speed of 40 words per minute is adequate.
13	a typewriter and a word processing terminal side by side	Obviously, typing speed is important. And, because the typewriter keyboard is similar to that of most word processors, this speed will easily transfer to the equipment at your place of employment.
14	a self-correcting typewriter, a typing eraser, a bottle of correction fluid, and a roll of correction tape	The other aspect of typing that is important is the control and correction of errors. Word processing employees who work at traditional typewriters still use such correction devices as self-correcting typewriters, erasers, correction fluid and tape.
15	the correction key on a word processor	When using sophisticated word processing equipment, however, correction techniques such as erasing or using correction fluid or tape are not necessary. Instead, the sophisticated equipment allows you to simply backspace and correct. This is a technique you should practice so that the backspace-correct action becomes automatic.
16	the command and coding keys on a word processor	The keyboarding and correction skills that you master through practice at the typewriter will allow you, during an on-the-job training program, to concentrate on learning any new key positions that may be found on some word processing equipment.
17	a typewriter, a handwritten copy, and a dictation/transcription unit	The second basic skill necessary for word processing employees is transcription from handwritten and revised materials as well as from machine dictation.
18	a handwritten report, an edited typewritten letter, a rough-draft table	Word processing operators participating in the Delta Pi Epsilon study identified handwritten copy, lightly revised typewritten copy, and rough-draft copy as the input modes most often transcribed from.
19	a dictation/transcription unit	And transcription from machine dictation has been identified as the most effective means of obtaining and polishing these necessary skills.

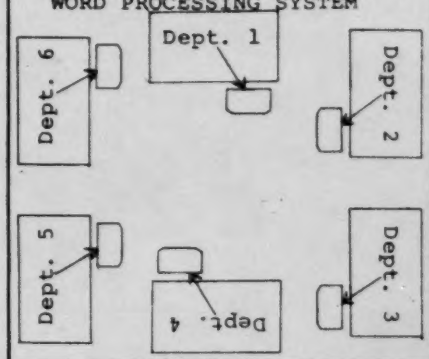
SLIDE NO.	SLIDE DESCRIPTION	NARRATIVE
20	a letter and a memo	Just as important as the transcription input mode is the type of materials that the word processing operator is expected to produce. The three most common types of documents that word processing operators output are letters and memos,
21	a business report	business reports,
22	a table	and tabulated material.
23	a book entitled Word Processing Operator's Manual	Every business establishes preferred formats for transcribed materials, and the word processing operator must learn and use the appropriate format for each document produced.
24	a person listening to machine dictation	Whatever mode of input is used, keep these suggestions in mind as you transcribe: 1. Read or listen to at least part of the document before transcribing.
25	a sheet entitled "Business Report Format"	2. Familiarize yourself with the appropriate format for the material to be produced.
26	a person proofreading at the typewriter	3. Proofread small segments as they are keyboarded. Type one paragraph, then proofread; type another paragraph, then proofread; and so forth.
27	a correction key on a word processor keyboard	4. Correct errors as you make them, instead of waiting until the document is complete and then trying to find and correct all of the errors at the same time.
28	a person reading a document on a visual display screen	5. Proofread and correct each page before retyping it, printing it, or putting it into storage. As you proofread, look for errors in meaning and logic as well as for keyboarding errors.
29	an edited copy of a letter	As you can tell, proofreading is a vital component of transcription. Because of its importance, proofreading is the third basic skill needed by word processing operators.
30	a page of type and a visual display screen with printing on it	Proofreading involves reading exactly what appears on the page or visual display screen--not reading what you expect or know should appear there. Development of this ability requires a high degree of attention to detail, which will enable you to locate spelling and typographical errors.

SLIDE NO.	SLIDE DESCRIPTION	NARRATIVE
31	a sentence containing an example of each error mentioned--errors circled	The skilled proofreader also needs highly developed language arts proficiency. This proficiency will help you find errors in grammar, punctuation, expression of numbers, abbreviations, and capitalization.
32	several pages of a business report	Finally, proofreading also includes checking for consistency. This means that the proofreader must be able to read a document and know that it says exactly what it was intended to say; that the words and sentences flow smoothly; and that the reader will be able to easily follow what has been written.
33	a chart indicating the common duties of word processing operators	Of the word processing operators surveyed in the Delta Pi Epsilon study, 93.3 percent indicated that proofreading typed documents was a regular part of their job duties.
34	a person proofreading at a visual display screen	There are many ways in which you can improve your proofreading ability, including these five: 1. Always proofread while the material is still in the typewriter or on the visual display screen.
35	a closeup of a few words in a document with at least one proofreader's mark indicating an error	2. Read the finished copy word by word to find spelling, capitalization, typographical, and other mechanical errors.
36	a closeup of at least one complete sentence in a document	3. Read the finished copy sentence by sentence to find punctuation, grammar, and omission-of-word errors.
37	a paragraph from a document	4. Read the finished copy paragraph by paragraph to find errors in meaning and continuity.
38	the final copy next to the input copy	5. Compare the finished product to the input to be sure that all information and necessary corrections have been included.
39	MAJOR WEAKNESSES OF ADMINISTRATIVE SUPPORT PERSONNEL Specific Weakness — Ranked #1 Inadequate Grammatical Skills — 10	Grammatical skills comprise the fourth vital skills area for word processing operators. In identifying weaknesses in entry-level employees, word processing supervisors named inadequate grammatical skills as the number one problem area.

SLIDE NO.	SLIDE DESCRIPTION	NARRATIVE
40	BASIC SOUND VOCABULARY (composited over a telephone, a cassette tape, and a person's mouth)	Grammatical skills include several specific abilities. Because a large volume of the material is received through dictation, a basic sound vocabulary is necessary. You should be able to recognize and understand a large number of spoken words.
41	ABILITY TO SPELL, PUNCTUATE, AND CAPITALIZE (composited over someone transcribing)	In order to produce mailable copy, the ability to spell, punctuate, and capitalize is vital. These grammatical skills are constantly in use during transcription.
42	ABILITY TO ALPHABETIZE (composited over a mailing list or a file cabinet)	Although alphabetizing is a task that seems simple on the surface, it is a skill lacking in many word processing applicants. Maintenance of files and mailing lists necessitates mastery of this skill.
43	ABILITY TO CORRECT IMPROPER SENTENCE STRUCTURE (composited over an edited copy of a letter or report)	In addition, you should be able to recognize and correct improper sentence structure and
44	ABILITY TO PARAGRAPH (composited over a typed copy with paragraphs marked in red)	determine limits for and sequencing of paragraphs.
45	a page out of a book	Interpretation of the written word is one of the main functions of those employed in the business world. All of the abilities that make up grammatical skills combine to develop and build the ability to communicate and to interpret the written word.
46	a dictionary	The ability to use references and resources, the fifth vital skills area, is a further help in this interpretation. Although the types of references used will often be specific to the job held, every word processing operator must be totally familiar with three basic references: the dictionary,
47	a thesaurus	a thesaurus,
48	several secretarial manuals	and a secretarial manual or procedures guide.

SLIDE NO.	SLIDE DESCRIPTION	NARRATIVE
49	an entry in a dictionary	A dictionary will provide you with correct spellings, accurate definitions, and other similar types of information;
50	an entry from a thesaurus	a thesaurus will offer synonyms for common words;
51	an entry from a procedures manual	and a procedures manual will give technical information that will help insure the accuracy and correctness of every document you prepare.
52	a page of tabulated material	Accuracy and correctness are also closely associated with mathematical skills, which is the sixth area of basic skills needed by the word processing operator. Although math skills seem far removed from word processing, the word processing operator or supervisor uses these skills daily to determine spacing for tabulated material,
53	one and one-half pages of handwriting equated to one page of type	to compute the number of typed pages that will result from a given amount of handwritten or dictated material,
54	a supervisor working with a production figure chart	to compute line-per-hour production figures, and so forth.
55	a person working at a traditional typewriter next to a person working at a terminal	Finally, the word processing applicant would benefit from a knowledge of concepts and theory of word processing. People often think that a word processing system requires specially trained personnel working at highly sophisticated automatic equipment. While this is true in some firms, the traditional secretary working at the traditional typewriter is often part of a word processing system.
56	caricatures of a person, a flow chart, and a piece of word processing equipment	The word processing system itself consists of three components--people, procedures, and equipment.
57	a person working at a terminal	The first component of a word processing system, the personnel, are either word processing personnel who specialize in performing the typing duties for an organization,
58	a person talking on the telephone with a series of charts on the desk	or administrative support personnel who assist the principals, or bosses, by performing basic administrative duties. These two types of employees may work in any one or combination of four different types of word processing systems or structures.

SLIDE NO.	SLIDE DESCRIPTION	NARRATIVE
59	CENTRALIZED WORD PROCESSING SYSTEM 	A centralized word processing system consists of two distinct work centers that perform all of the typing and administrative support duties for the company. Single secretaries working for single principals are not a part of the centralized system.
60	DECENTRALIZED WORD PROCESSING SYSTEM 	A decentralized word processing system utilizes several small work groups, each of which is composed of both word processing personnel and administrative support personnel. These clusters or satellites, as they are known, are located throughout the organization and provide services for departments, divisions, and sections of the company.
61	SPECIAL-PURPOSE WORD PROCESSING SYSTEM 	The special-purpose word processing system uses a word processing center to perform typing jobs that are extremely long or that require extensive editing or revising. Instead of setting up an administrative support center, traditional secretaries, working for departments or individual principals, perform non-typing duties as well as light-typing jobs.

SLIDE NO.	SLIDE DESCRIPTION	NARRATIVE
62	INTEGRATED WORD PROCESSING SYSTEM 	The integrated word processing system does not use the word processing center or the administrative support center concept. Under this system, the traditional secretary performs both typing and administrative support functions--using either a traditional typewriter or more sophisticated text-editing equipment.
63	a dictation/transcription unit, a page of longhand writing, and a steno notebook	The second component of a word processing system involves procedures. Input procedures are the steps that are taken to input information into the system. They include the creation of the input by machine dictation, longhand, shorthand dictation, and so forth.
64	a piece of handwritten input attached to a job request	Once the input is created, a job request giving directions for processing the work is attached to the input. These two items are then hand carried or transmitted over communication lines to the center.
65	the input with a number on the job request and an entry in the schedule log	After the input arrives at the word processing center, output procedures take over. The input is assigned a number and is recorded in a schedule log.
66	the input and the final copy	The work is then prepared by the word processing specialist who keyboards, proofreads, and prepares a final copy. This final copy is then approved by the principal, reproduced, and distributed to the appropriate receivers.
67	the Wang Word Processor	The people and procedures in the word processing system must also rely on equipment, the third component of that system. Equipment associated with word processing is usually visualized as being highly sophisticated, such as the Wang Word Processor.
68	INPUT EQUIPMENT (composited over a dictating/recording unit)	Word processing equipment, however, is not limited to these. Instead, there are four types of equipment associated with word processing, and each type can be categorized according to its use. For example, input equipment, such as dictating/recording equipment, is used to put information into the system.

SLIDE NO.	SLIDE DESCRIPTION	NARRATIVE
69	OUTPUT EQUIPMENT (composited over a typewriter)	Output equipment such as typewriters,
70	a printer	printing devices,
71	a photocompositor	photocomposition equipment, and others is used to process material into final typewritten form.
72	REPROGRAPHICS EQUIPMENT (composited over a typewriter)	Reprographics equipment is used to reproduce the typewritten material for distribution and includes typewriters,
73	a copier	copiers,
74	a duplicator	and duplicators.
75	COMMUNICATION/DISTRIBUTION EQUIPMENT (composited over a communicating word processor)	Communication/distribution equipment is used to distribute the finished product, either internally or externally. It includes communicating word processors,
76	a computer	computers,
77	a facsimile	facsimiles, and so forth.
78	a collage of the seven skills	These seven areas, typing skills, transcription skills, proofreading skills, grammatical skills, use of references and resources, mathematics, and concepts and theory of word processing combine to give the applicant for a word processing position the basics upon which to build the sophisticated techniques needed to work in a highly technological society.
79	Credits slide	

27

RESOURCES AND REFERENCES

Books

The Benjamin/Cummings Publishing Company
2727 Sand Hill Road
Menlo Park, CA 94025

Management of Word Processing Operations (1980), Cecil

Word Processing in the Modern Office (1980), Cecil

The Bobbs-Merrill Company, Inc.
4300 West 62nd Street
Indianapolis, IN 46268

Introduction to Word Processing (1979), Mason

Word Processing: Operations, Applications, and Administration (1980), Kleinschrod, Kruk, Turner

Word Processing Skills and Simulations (1979), Mason

Delta Pi Epsilon, Inc.
Gustavus Adolphus College
St. Peter, MN 56082

National Study of Word Processing Installations on Selected Business Organizations (1981), Scriven, Holley, Wagoner, Brown

Gregg Division/McGraw-Hill Book Company
Princeton Road
Hightstown, NJ 08520

Developing Proofreading Skills (1980), Camp

Mercury Systems, Inc. (1981), Boyce

Production Typing Projects (1980), Rigby, Hanson

Transcription Skills for Information Processing Incorporating a Sequenced Language Arts Program (1982) Schatz, Funk

Word Processing Concepts and Applications (1980), Ellis

Houghton Mifflin
One Beacon Street
Boston, MA 02107

Computers and Information Systems in Business (1980), Brabb

Mid-America Vocational Curriculum Consortium
1515 West Sixth Avenue
Stillwater, OK 74074

Information Processing (1981), Jennings, McDonald

National Business Education Association
1906 Association Drive
Reston, VA 22091

NBEA Yearbook, No. 18, The Changing Office Environment, "Word Processing," (1980, pp 55-65), Anderson

Occupational Curriculum Laboratory
East Texas State University
Commerce, TX 75428

Introduction to Word Processing (1981), Burrow

South-Western Publishing Co.
5105 Madison Road
Cincinnati, OH 45227

Communication Skills for the Processing of Words (1981), Reiff

Word Processing Concepts (1980), Casady

John Wiley & Sons
605 Third Avenue
New York, NY 10016

Word Processing Concepts and Careers (1981), Bergerud, Gonzalez

Winthrop Publishers, Inc.
17 Dunster Street
Cambridge, MA 02138

Introduction to Word Processing (1980), Quible, Johnson

Periodicals

Century 21 Reporter
South-Western Publishing Co.
5105 Madison Road
Cincinnati, OH 45227

"Word Processing--What Skills Should an Entry-Level Applicant Have?" (Fall, 1979), Meroney

BASIC SKILLS FOR WORD PROCESSING

STUDENT ACTIVITY PACKET

Introduction

The impact of the automated office and the technological advances in automated equipment are being felt worldwide--in business offices of all sizes and types. Word processing has added an entirely new dimension to the job of the traditional secretary and, at the same time, has created a need for highly skilled, specialized employees. Before a potential word processing applicant can move into one of these positions, however, basic skills must be mastered and perfected.

Performance Objectives

After satisfactorily completing this instructional package, you will be able to:

1. Name and explain the three components of a word processing system.
2. Use references appropriate for finding needed information.
3. Edit input for grammar, spelling, capitalization, expression of numbers, and cohesiveness.
4. Output mailable documents from handwritten input.
5. Output mailable documents from lightly revised input.
6. Output mailable documents from heavily revised input.
7. Output mailable documents from rough draft input.
8. Proofread output accurately.
9. Compute productivity figures.

Materials

*Student checksheet for use with slide/tape presentation
*Word processing terminology list
*Approved formats guide
*Word processing adjustment factor guide
*Word processing log
*Resource sheet for Activities 1-10 (Job Tickets)
*Resource sheet for Activities 1-10
*Activity sheets for Activities 1, 2, 4, 7, 9, 10
Correction materials
Dictionary or word book
Secretarial manual or procedures guide
Thesaurus
Pen or pencil
Typewriter
Typing paper

Directions

This packet contains ten activities. Each activity is detailed on the resource sheet which contains instructions and/or needed information. In addition, activity sheets are provided when they are necessary for the completion of the activity. To complete each of the activities, follow these directions:

1. Carefully read and follow the general instructions listed at the beginning of the Resource Sheets (pp 49, 53)

2. Carefully read any instructions listed for the specific activity.

3. Assemble any materials you will need to complete the activity.

4. Complete the work called for in the activity.

5. Check over your work for completeness and accuracy.

6. Compute your productivity figure for the activity.

7. When all of the activities have been completed, compute your productivity figures in lines per minute for the entire package.

When all of the activities have been completed, submit them to your instructor for evaluation.

(NOTE: Unless otherwise directed by your instructor, complete the activities in the order in which they have been sequenced.)

STUDENT CHECKSHEET

(To Be Used With Slide/Tape Presentation)

This sheet is provided as a convenient means of taking notes during the slide/tape presentation. The answers to the questions presented here will be useful when completing the activities that accompany this presentation.

1. Name the seven basic skill areas needed by all word processing applicants.

   a. _____
   b. _____
   c. _____
   d. _____
   e. _____
   f. _____
   g. _____

2. What type of error correction technique is used when keyboarding on sophisticated word processing equipment?

3. What five practices will improve your transcription ability?

   a. _____
   b. _____
   c. _____
   d. _____
   e. _____

4. Briefly describe five techniques for improving your proofreading ability.

   a. _____
   b. _____
   c. _____
   d. _____
   e. _____

5. What five abilities are included in grammatical skills?

   a. _____
   b. _____
   c. _____
   d. _____
   e. _____

6. Name the three references/resources needed by every word processing employee. Briefly describe the information each provides.

   a. _____ _____
   b. _____ _____
   c. _____ _____

7. What are the three components of every word processing system?

   a. _____
   b. _____
   c. _____

8. Name and briefly explain the duties of the two types of word processing employees.

   a. _____ _____
   _____
   b. _____ _____
   _____

9. Briefly explain how each of the following word processing systems works.

   a. Centralized word processing system

   b. Decentralized word processing system

   c. Special-purpose word processing system

d. Integrated word processing system

10. What is input?

11. What is a job request?

12. What is output?

13. Describe the purpose and give an example of each of the following types of word processing equipment.

a. Input equipment

b. Output equipment

c. Reprographics equipment

d. Communication/distribution equipment

RESOURCE SHEET

Word Processing Terminology

I. Word Processing Concepts and Careers

A. Administrative Support: one of the two areas of specialization found in a word processing system. Nontyping activities, such as handling the mail, answering the telephone, and filing are performed by a specialized secretarial team.

B. Administrative Support Center: the physical location within an office where administrative support personnel work.

C. Administrative Support Secretary: a secretarial specialist who performs nontyping activities, such as handling the mail, answering the telephone, filing, etc.

D. Cluster: a group of work stations; satellites.

E. Correspondence Center: another term for a word processing center; the location where the word processing personnel perform typing activities.

F. Correspondence Secretary: another term for a word processing specialist.

G. Input: information or ideas in raw form; submitting work to a word processing center.

H. Keyboarding: "typing"; entering information by operating a keyboard.

I. Output: the final results after the input is processed, revised, and printed out; the final work produced by an automated system.

J. Photocomposition: putting material into typed form by photographing on light-sensitive paper.

K. Principal: a person who originates paperwork; a person who dictates "copy" for transcription into final documents.

L. Satellite: a work group composed of word processing specialists, administrative support secretaries, or both, which may serve a department, a floor, or any group of principals in a company.

M. System: the operations, procedures, personnel, and equipment through which a business activity is conducted.

N. Word Processing Center: the room or designated area with equipment and personnel for processing written communication.

O. Word Processing Specialist: a person responsible for producing all types of documents using word processing equipment; correspondence specialist.

P. Word Processing System: the combination of specific procedures, methods, equipment, and people designed to perform and improve the input, output, and distribution of written communication.

II. Word Processing Equipment

A. Input Equipment

1. Access Time: the time required to transfer information from an input unit to the location in memory where it will be stored.

2. Dedicated Recorder: a recorder used for one type of dictation or by a specific individual(s). (For example, the recorder may be used for only dictation of correspondence or for dictation of legal documents.)

3. Discrete media: recording media which can be removed and stored, mailed, or placed in other equipment; e.g., a cassette tape.

4. Endless Loop Medium: a sealed, continuous loop of magnetic tape used for recording information.

5. Input Unit: a device into which information can be entered; a dictation recorder.

6. Magnetic Media: belts, cards, disks, tapes, or cassettes coated with magnetic material, for use with word processing equipment; dictation or keystrokes are recorded and stored on the media.

7. Optical Character Recognition Reader (OCR): a reader used to scan and recognize printed characters and change them into digital signals for input into a magnetic medium.

8. Random Access: the ability to find information quickly on magnetic media, regardless of where the information is located on the medium.

9. Recorder: the unit in a dictation system which records dictation on a magnetic medium.

10. Recording Media: paper or magnetic supplies used to record and store information.

B. Output Equipment

1. Cathode Ray Tube Screen (CRT): a component of the display text-editor. (As material is keyboarded, it appears on the CRT screen.)

2. Editing: correcting and revising a copy before it is put into final form and printed.

3. Facsimile: a device which transmits a picture of the hard copy over existing telephone lines.

4. Hard Copy: written, typed, or printed copy; a document.

5. Hardware: the electrical, electronic, magnetic, and mechanical devices used in a system.

6. Interface: linking two machines or systems together.

7. Line Printer: a device which prints a line at a time.

8. Logic: the instructions which are programmed into a system to make it perform all designated functions. For example, automatic underlining or centering.
9. Mode: the operating conditions of a unit. For example, the ability to record or playback.
10. Playback: the printing out of information which has been recorded.
11. Repetitive Typing: documents, such as form letters, which are played back over and over.
12. Shared-logic: several text-editors using the memory and processing powers of a computer.
13. Soft Copy: information stored on a magnetic medium or on a CRT screen.
14. Software: programs which instruct or control the operations of a computer.
15. Terminal: any device (e.g., communicating text-editor) capable of sending or receiving information over a communications channel.
16. Turnaround Time: the actual amount of time that elapses from the point when a document is inputted to that time when it is produced in final, output form.

C. Other

1. Electronic Mail: communications transmitted in digital code between locations, and reproduced on paper at the destination.
2. Dumb Copier: a copier without a microcomputer; reproduces copy from a hard copy.
3. Intelligent Copier: a copier with a "brain"; contains a microcomputer; creates images electronically; capable of creating originals from other than hard copy; can be interfaced with word processing equipment.
4. Telecommunications: the transmission of information between locations by means of electrical or electromagnetic systems, such as telephone or telegraph.

III. Word Processing Procedures

A. Input Procedures

1. Active Document: a document requiring original thought, which includes research, organization, proofreading, and revision.
2. Document: a copy.
3. Draft: a rough, unedited copy.
4. Input Equipment: dictation equipment.
5. Job Ticket: a form, attached to the word that is to be completed, which provides the word processing specialist with the information necessary to complete the project.

6. Logging: recording incoming and outgoing work.
7. Schedule Log: a form, prepared and maintained by a supervisor, designed to keep track of incoming and outgoing work in the word processing center.

B. Output Procedures

1. Batch: a collection of similar work that can be processed at one time.
2. Boiler Plate: parts of other documents or paragraphs that are combined to construct a new document.
3. Output Equipment: automated typing systems.
4. Prerecorded: material stored on magnetic media for repetitive use.
5. Repetitive typing: typing a text more than once.
6. Transcription: to produce typed copy from information recorded on a medium or on paper.

RESOURCE SHEET

Activities 1-10

APPROVED FORMATS GUIDE

All material produced in this center must be formatted according to the following directions. Deviations from an approved format will require format correction and will be recorded in the operator's production schedule log.

Letters

1. Type on letterhead stationery
2. Use one and one-half-inch left and right margins
3. Begin all lines at the left margin
4. Omit punctuation after the salutation and the complimentary close
5. Center reference lines and type in upper case
6. Record operator's reference initials in lower case
7. Enumerate enclosures and/or attachments
8. Multiple pages
   a. Use plain bond paper
   b. Allow one-inch top margin
   c. Use left and right margins identical to those on page one
   d. Use vertical heading

WPS

2101 Walnut Hill Box 1267 Dallas ,TX 76228 214/239-6449

Current Date

Ms. Cynthia Zumwalt, Manager
Riverside National Bank
3737 Southwest Loop
Fort Worth, TX 76201

Dear Ms. Zumwalt

RE: MICROCOMPUTER TERMINAL

Thank you very much for your interest regarding the microcomputer terminal. Enclosed is some material which will provide you with further information regarding this and other similar products.

you have any further questions, please don't hesitate to contact me at the above address.

Sincerely

Leigh Palmer, Manager

ref

Enclosures: Brochures
Price List

Ms. Cynthia Zumwalt, Manager
Page 2
Current Date

you have any further questions, please don't hesitate to contact me at the above address.

Sincerely

Leigh Palmer, Manager

ref

Enclosures: Brochures
Price List

Memorandums

1. Type on approved form
2. Use one and one-half-inch left and right margins
3. Begin all lines at left margin
4. Record operator's reference initials in lower case
5. Enumerate enclosures and/or attachments

MEMORANDUM

TO: Carol Vardeman DATE: Current Date

FROM: John C. Griffin, Secretary

SUBJ: Special Board Meeting

There will be a called meeting of the Board of Directors on Wednesday, February 1, 19--, at 2:30 p.m.

Attached are copies of the previous minutes, the detailed lot description, and the appraisal report. Please review these materials prior to the meeting.

ref

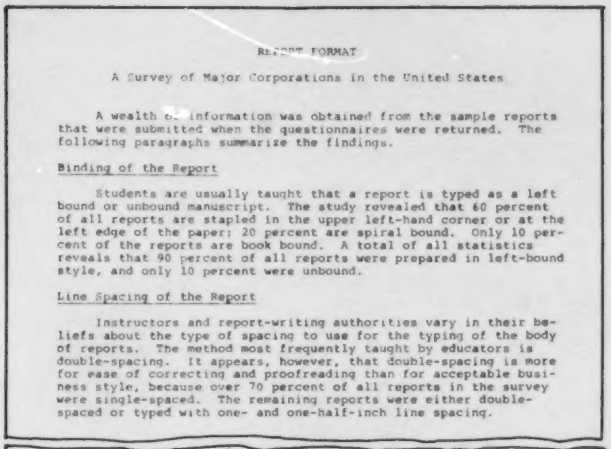
Attachments: Minutes of meeting
Detailed lot description
Appraisal report

Reports

1. Type on plain bond paper
2. Use one and one-half-inch top margin on first page
3. Type main heading centered in upper case
4. Type subheadings centered in upper and lower case
5. Type side headings in upper and lower case; underscore
6. Use single spacing; double spacing between paragraphs
7. Use one and one-half-inch left and right margins on all pages
8. Use one-inch bottom margins on all pages
9. Number first page at center bottom
10. Multiple pages
    a. Use one-inch top margin
    b. Number pages two and beyond on line 4, one inch from right edge of paper; triple space to begin body

Tables (Tabulations)

1. Type on plain bond paper
2. Center vertically
3. Use one and one-half-inch left and right margins (in body of letter, memo, or report, use larger margins to emphasize the content of the table)
4. Type main heading centered in upper case
5. Type subheadings centered in upper and lower case
6. Type column headings in upper and lower case; underscore or box
7. Use leaders only where appropriate



REPORT FORMAT

A Survey of Major Corporations in the United States

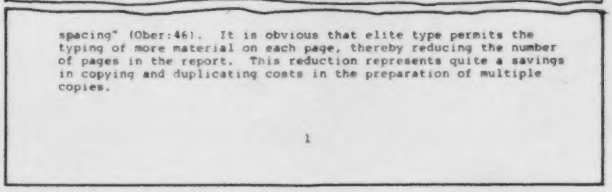
A wealth of information was obtained from the sample reports that were submitted when the questionnaires were returned. The following paragraphs summarize the findings.

Binding of the Report

Students are usually taught that a report is typed as a left bound or unbound manuscript. The study revealed that 60 percent of all reports are stapled in the upper left-hand corner or at the left edge of the paper; 20 percent are spiral bound. Only 10 percent of the reports are book bound. A total of all statistics reveals that 90 percent of all reports were prepared in left-bound style, and only 10 percent were unbound.

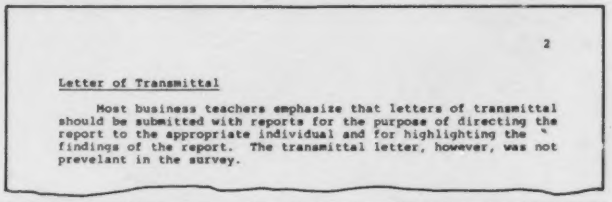
Line Spacing of the Report

Instructors and report-writing authorities vary in their beliefs about the type of spacing to use for the typing of the body of reports. The method most frequently taught by educators is double-spacing. It appears, however, that double-spacing is more for ease of correcting and proofreading than for acceptable business style, because over 70 percent of all reports in the survey were single-spaced. The remaining reports were either double-spaced or typed with one- and one-half-inch line spacing.



spacing" (Ober:46). It is obvious that elite type permits the typing of more material on each page, thereby reducing the number of pages in the report. This reduction represents quite a savings in copying and duplicating costs in the preparation of multiple copies.

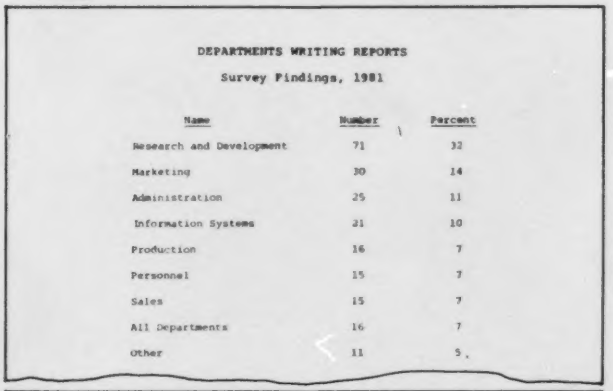
1



2

Letter of Transmittal

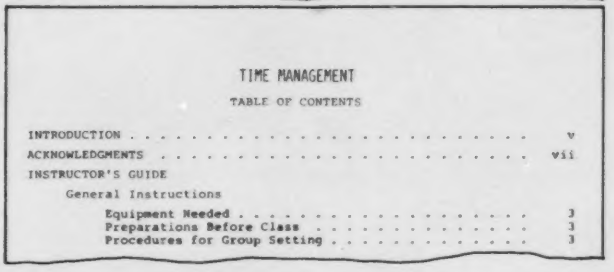
Most business teachers emphasize that letters of transmittal should be submitted with reports for the purpose of directing the report to the appropriate individual and for highlighting the findings of the report. The transmittal letter, however, was not prevelant in the survey.



DEPARTMENTS WRITING REPORTS

Survey Findings, 1981

Name	Number	Percent
Research and Development	71	32
Marketing	30	14
Administration	25	11
Information Systems	21	10
Production	16	7
Personnel	15	7
Sales	15	7
All Departments	16	7
Other	11	5



TIME MANAGEMENT

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Equipment Needed 3
Preparations Before Class 3
Procedures for Group Setting 3

RESOURCE SHEET

Activities 1-10

WORD PROCESSING ADJUSTMENT FACTOR GUIDE

This guide provides an adjustment factor for specific types of output produced from selected input modes. To use this guide

1. Locate the output to be produced (letter, memo, report, table).
2. From the list below the output, select the input mode that corresponds to the draft of the job you have been assigned (straight copy, handwritten, light revision, heavy revision, statistical/technical).
3. From the adjustment factor column, select the factor that corresponds to the input mode.

(NOTE: If a statistical table appears in a letter, memo, or report, the table must be considered separate from the body for line-count adjustment factors. Therefore, a document of this type will result in two adjusted line-count figures.)

Letters, Memos, Reports

Input Mode	Adjustment Factor
Straight Copy	1.00
Handwritten	1.25
Light Revision	1.10
Heavy Revision	1.50
Statistical/Technical	2.00

Tables

Input Mode	Adjustment Factor		
	2-column	3-column	4+-column
Straight Copy	1.50	1.75	2.00
Handwritten	1.75	2.00	2.25
Light Revision	1.60	1.70	1.80
Heavy Revision	2.25	2.50	2.75
Statistical/Technical	2.75	3.00	3.25

ACTIVITY SHEET

Activities 1-10

Operator _____

Word Processing Log

Date _____

Job. #	Author	Time In	Time Out	Amount of Time	No. of Lines Typed	Adjust. Factor	Adjusted Lines

RESOURCE SHEET

Activities 1-10

One job ticket is provided for each job to be completed. Follow the instructions shown on the upper portion of the ticket. When you have completed the job, fill-in the information called for on the lower portion of the job ticket. To get the "lines typed" figure, count every line of type. A partial line (including a heading, side heading, etc.) counts as one line of type.

JOB TICKET

Job No. 1 Date In _____

Originator Cynthia P. Larson

Input Description Letter - handwritten

_____

Line Indent ___ Ragged Margin ✓

Para Indent ___ Graphic Arts ___

Stationery WP&L Letterhead

Special Instructions _____

_____

_____

******

Operator _____

Date Out _____

Time Used _____ Lines Typed _____

Line-Count Adjustment X_____

TOTAL ADJUSTED LINES _____

JOB TICKET

Job No. 2 Date In _____

Originator Cynthia P. Larson

Input Description Memorandum - heavily revised

Line Indent ___ Ragged Margin ✓

Para Indent ___ Graphic Arts ___

Stationery Memo form

Special Instructions try to fit on one page; if two pages, use letter style heading on page 2

******

Operator _____

Date Out _____

Time Used _____ Lines Typed _____

Line-Count Adjustment X_____

TOTAL ADJUSTED LINES _____

JOB TICKET

Job No. 3 Date In _____

Originator Jerome Jonny

Input Description Report w/ tables - typed, revised / states local

Line Indent ___ Ragged Margin ✓

Para Indent ✓ Graphic Arts ___

Stationery Bond paper

Special Instructions Box only information in tables, do not box headings or explanatory information

******

Operator _____

Date Out _____

Time Used _____ Lines Typed _____

Line-Count Adjustment X _____

TOTAL ADJUSTED LINES _____

JOB TICKET

Job No. 5 Date In _____

Originator Jonia Sullivan

Input Description Report - rough draft

Line Indent ___ Ragged Margin ✓

Para Indent ✓ Graphic Arts ___

Stationery Bond paper

Special Instructions double space before side headings

******

Operator _____

Date Out _____

Time Used _____ Lines Typed _____

Line-Count Adjustment X _____

TOTAL ADJUSTED LINES _____

JOB TICKET

Job No. 4 Date In _____

Originator Audrey Fechers

Input Description Memorandum - rough draft

Line Indent ___ Ragged Margin ✓

Para Indent ___ Graphic Arts ___

Stationery Memo forms

Special Instructions _____

******

Operator _____

Date Out _____

Time Used _____ Lines Typed _____

Line-Count Adjustment X _____

TOTAL ADJUSTED LINES _____

JOB TICKET

Job No. 6 Date In _____

Originator Ellis M Roberts

Input Description Report - handwritten

Line Indent ___ Ragged Margin ✓

Para Indent ✓ Graphic Arts ___

Stationery Bond paper

Special Instructions Center names of Roberts + King; triple space before body of report

******

Operator _____

Date Out _____

Time Used _____ Lines Typed _____

Line-Count Adjustment X _____

TOTAL ADJUSTED LINES _____

JOB TICKET

Job No. 7 Date In _____
Originator David C. Davis
Input Description Letter - lightly revised
Line Indent ___ Ragged Margin ✓
Para Indent ___ Graphic Arts ___
Stationery W P S Stationery
Special Instructions _____

******

Operator _____
Date Out _____
Time Used _____ Lines Typed _____
Line-Count Adjustment X_____
TOTAL ADJUSTED LINES _____

JOB TICKET

Job No. 9 Date In _____
Originator Saundra Fields
Input Description Letter - handwritten
Line Indent ___ Ragged Margin ✓
Para Indent ___ Graphic Arts ___
Stationery WPS Stationery
Special Instructions _____

******

Operator _____
Date Out _____
Time Used _____ Lines Typed _____
Line-Count Adjustment X_____
TOTAL ADJUSTED LINES _____

JOB TICKET

Job No. 8 Date In _____
Originator Alec Samuelson
Input Description Table - lightly revised
Line Indent ___ Ragged Margin ___
Para Indent ___ Graphic Arts ___
Stationery Bond paper
Special Instructions allow at least 3 spaces between columns

******

Operator _____
Date Out _____
Time Used _____ Lines Typed _____
Line-Count Adjustment X_____
TOTAL ADJUSTED LINES _____

JOB TICKET

Job No. 10 Date In _____
Originator David C. Harrington
Input Description Letter - handwritten
Line Indent ___ Ragged Margin ✓
Para Indent ___ Graphic Arts ___
Stationery WPS Stationery
Special Instructions _____

******

Operator _____
Date Out _____
Time Used _____ Lines Typed _____
Line-Count Adjustment X_____
TOTAL ADJUSTED LINES _____

RESOURCE SHEET

Activities 1-10

General Instructions

1. Before beginning any of the jobs, locate the following resource sheets in the Student Activity Packet:
   a. Approved Formats Guide
   b. Word Processing Terminology List
   c. Word Processing Adjustment Factor Guide
   d. Word Processing Log

2. Before starting to work, record the job number, the author of the input, and your starting time (in hours and minutes) on the Word Processing Log. Do this for each job.

Word Processing Log

Operator Name
Date Current

Job. #	Author	Time In	Time Out	Amount of Time	No. of Lines Typed	Adjust. Factor	Adjusted Lines
1	C. P. Larson	8:35					

3. Read the information provided on the job ticket.

4. Using the approved format and the appropriate supplies (letterhead, bond paper, etc.), transcribe the draft provided.

5. If your work time is interrupted (ie. when the class period ends, record your stopping time in hours and minutes, the total amount of time used, and the number of lines typed.

6. On the Word Processing Adjustment Factor Guide, locate the description of the type of document you produced and the line-count equation figure.

Letters, Memorandums, Reports

Input Mode	Adjustment Factor
Straight Copy	1.00
Handwritten	1.25
Light Revision	1.10
Heavy Revision	1.50
Statistical/Technical	2.00

7. On the Word Processing Log, in the spaces provided, record the line-count adjustment factor and the total computed by multiplying the lines typed by the line-count adjustment figure. The total reflects the total number of lines of type for which you will be credited. Further computations will be made if you are typing at a ten-pitch (pica) machine.

Word Processing Log

Operator Name

Date Current

Job. #	Author	Time In	Time Out	Amount of Time	No. of Lines Typed	Adjust. Factor	Adjusted Lines
1	C. P. Larson	8:35	9:15	1:10	35		

8. When all of the jobs have been completed, total each column on the Word Processing Log; then give the completed jobs and your Word Processing Log to your instructor for evaluation.

Total	XXXXXXXXXXXXXX	XXXXXX	XXXXXXX			XXXXX	

JOB 1

Ms Dorothea Lewis
4431 Main Street
Corpus Christi, TX 78409

Dear Dorothea

Thank you for the announcement of the NWPA professional development committee meeting in Houston on March 25-27. I'm sorry to say that some unforeseen problems have arisen that force me to miss the meeting.

As you know, this is a very busy time of the year for us. Therefore, when one of our department supervisors resigned two weeks ago, we found ourselves in a "management by crisis"

situation. We are now actively searching for someone to fill that key position and have scheduled interviews for that entire week. As a result, I must remain "close to home" to oversee the operation of that department until the position has been filled.

Since I will be unable to be at the planning session, I hope that you will be able to present my suggestions for next fall's conference. The enclosed sheet outlines some suggested resources to be used at that meeting. You will notice that our Training and Development Division has developed three audiovisual presentations on the job application process - the professional development area targeted for presentation to the membership during the fall conference. We would be happy to share them with the committee and with the general membership. In addition, we have a staff member who is experienced in conducting small group workshops on developing a professional role and who could perhaps be an asset to the program being planned.

Please let me have the committee's reactions to these suggestions as soon as possible. If you think any of them would be appropriate, I'll be happy to pursue them further.

Sincerely

Cynthia P. Larson
Ward Processing Supervisor
Enclosure: Suggested resources

JOB 2

National Ward Processing Association
To: Professional Development Committee

From: Cynthia P. Larson

Subj: Suggested Resources for Fall Conference Program

Listed below are my suggestions for the fall conference of the NWPA.

Proposed

A. Program Activities

1. Seminar on the job application process
2. Small-group workshop on developing a professional vita

} 1½ spacing

B. Organization

Seminar

1. Small group sessions, each offered at three different times (to enable conference participants to attend all three)
   a. Session I--Pre-Interview techniques
   b. Session II--Interview techniques
   c. Session III--Post-Interview techniques

Omit

2. A facilitator to operate audiovisual equipment and to direct the discussion

Realign

B. Audiovisual Presentations

Session	Title of Presentation
A I	"Sources to Use When Seeking Employment"
B	"Preparing a Resume and Writing a Letter of Application"
C II	"Interviewing for a Job"
D III	"Follow-up: A Vital Activity for Job Seekers"

1½ spacing

2 line entry

align

C

D Workshop Organization

1. Pre-registration required
2. Small groups limited to ten participants per group
3. Three sessions, each session scheduled for a two-hour block of time
4. One facilitator and one ~~assistant~~ assistant to present information and monitor the development of the videos
5. Equipment needed: overhead projector
6. All materials provided for participants (participants will be expected to provide a copy of their most recent resume and any additional information to be added to that resume)

1½ spacing

JOB 3

CHAPTER III

~~RESULTS~~ FINDINGS

In determining the interests of the television viewing audience, one must determine who represents the majority of the viewing public. As shown in Appendix A, the age group "Under 13" will watch, on a daily average, more television than any other group. Age group "13-17" is the second longest viewer audience followed by those "Over 50." Between the ages of 18 and 50, the interest in television viewing decreases sharply.

Table I below shows that age group "Under 13" watches more morning television than afternoon or evening programming. ~~Whereas~~ In contrast, age group "13-17" prefers the afternoon and "Over 50" watches most of its television in the evening. The viewing public as a whole watches more television in the evening hours and less during the morning hours.

TABLE I

PREFERENCE OF TIME OF DAY FOR WATCHING TELEVISION

Age Group	Morning	Afternoon	Evening
Under 13	3	2	1
13-17	1	3	2
18-25	2	1	3
26-35	1	2	3
36-50	1	2	3
Over 50	2	1	3
TOTALS	10	11	15

Note: #1 preference was given 3 points
#2 preference was given 2 points
#3 preference was given 1 point

Source: Primary

~~On the following page,~~ Table II shows that age group "Under 13" chooses to watch, in order of preference, comedy, adventure, sports,

and educational programming. Age group "13-17" selected sports, adventure, talk shows, and comedy. "Over 50" selected educational, sports, comedy, and talk shows. The viewing public as a whole chooses adventure in first place, comedy and sports in a tie for second and third place, and educational programming fourth. (NOTE: In the total of the talk column, there is a drastic drop in overall popularity from the educational total. This indicates that the public as a whole has only four "major" preferences in television viewing.)

TABLE II

WHAT EACH AGE GROUP PREFERS TO WATCH ON TELEVISION

Age Group	Adventure	Comedy	Educational	Sports	Talk
Under 13	4	5	2	3	1
13-17	4	2	1	5	3
18-25	4	5	2	3	1
26-35	5	2	4	3	1
36-50	5	3	4	2	1
Over 50	1	3	5	4	2
TOTALS	23	20	18	20	9

Note: #1 preference was given 5 points
#2 preference was given 4 points
#3 preference was given 3 points
#4 preference was given 2 points
#5 preference was given 1 point

Source: Primary

The questionnaires revealed that in age group "13-17" four of the seven viewing public feel that there is too little censorship used in programming. Only one considers the present degree of censorship as too much. In age group "26-35" the feelings are reversed. Only four of the nineteen respondents indicated too much censorship. Out of both age groups "36-50" and "Over 50" only one of twenty-three and one of fourteen, respectively, considered censorship as too much. Age group "Under 13" was not considered relevant to the findings. Considering the viewing public as a whole, forty-six of the eighty-eight questionnaires indicated that the censorship is inadequate.

JOB 4

To: All Managers

From: Godfrey Fathers
President

Subj: The New Computer System

A ten-year contract has been signed with Branto Company for the utilization of their computer system for claims, finance, actuarial, and personnel. The data processing personnel now a part of our company will be transferred to Branto Company at no loss in salary or in benefits.

It would behoove each of you to begin immediately a process of determining which of your assistant managers and supervisors you would prefer to retain. By the end of the next six months, it is expected that the claims department will have 30 percent ~~less~~ fewer supervisory personnel and 12 percent ~~less~~ fewer clerical personnel.

no 4
Each of the other divisions will be similarly affected at a later date, so the rest of you have more time to reach a decision.

Logically, each of you can expect to operate with a smaller, but better motivated and paid, staff.

JOB 5

BUSINESS AND OFFICE

Job opportunities within this occupational cluster are expected to be abundant in Texas during the 1980's. Despite inflation, economic downswings, and rising unemployment in the nation as a whole, Texas is expected to fare better for two reasons. First, our state has a diversified economy; downturns in one sector are likely to be offset by gains in other economic sectors. The second reason is population growth. Inmigration is a major factor and is likely to increase as energy shortages in colder parts of the nation motivate more people to move to

warmer climates in the Southwest. ¶However, one trend identified for the 1980's will be toward greater stability of work locations for employees. Employers are finding it very expensive to move employees around the nation: ~~Thus,~~ to relocate a middle-management type of employee from Dallas to the West Coast is costing one company about $35,000.

(no ¶) In addition, Employee expectations are a factor in such costs. A relocated employee often wants management to plug in the refrigerator, re-wire the new home for stereo sound, and buy new curtains to harmonize with his/her furniture. Moreover, cost-of-living differentials between places in the United States are lessening. The advantage from lower living costs for a New Jersey employee to relocate in Texas is much less than it once was.

For such reasons, more and more employers will rely during the 1980's on in-house training to provide the particular types of employees needed at a given geographical location.

Getting Started

The notion that the way to start in business and office work is to get a clerk's job is outdated if, indeed, it was ever accurate. ¶Consider real estate as a random example. Land is a commodity. Questioning a few aspects of that commodity will suggest immense variety in the ways to start work in the field. How is property defined, described, and located? What are its characteristics, including environmental factors like smoke, dust, and even location of the nearest bus stop? What factors control land use, including federal, state, county, and city regulations affecting it? How is it assessed and taxed, and by whom? What are the ownership interests and rights for a particular property, including liens, easements, deed restrictions and attachments, and other encumbrances?

Title searches and information represent a distinctive kind of specialization within the real estate industry. Surveying, inspecting residences and buildings for construction soundness, and value appraising suggest

other specialities. Condominiums and cooperatives, mobile homes, one-family residences, and commercial properties are still others.

In fact, some companies are abandoning the word "clerk" in all their job titles, partly because it fails to describe the variety of work at entry-levels in business and office occupations.

Accounting as a Career Highway

Whether in real estate, banking and finance, insurance, or some other sector in this occupational cluster, the clearest career pathway for the 1980's appears to be accounting. Money management in every industry is becoming a complete art in itself. That trend is typified by the banking industry. Profit margins have narrowed, interest rates are strictly controlled, and management must be "fine tuned." Hence, it is desirable that everyone working in a bank has some knowledge of accounting--what it is, what it's for, and what can be done with it. Knowledge of accounting is one reason why young people at entry-level jobs five years ago are now running departments within a bank.

Accounting is also a common thread throughout the insurance industry from general accounting to budgeting to cost accounting; from audit trails and tax accounting through preparing statements on up to risk selections, underwriting, and the calculation of actuarial tables which are the "mathematics" of insurance.

Every single business, social, and governmental organization in existence has at least one accountant. Accounting probably is one of the most transferable skills in the job market today. It is transferable between companies within an industry and also between industries.

Four Accounting Lanes

~~That~~ This career highway is so broad and extensive that it may be helpful to think of accounting in four separate areas. One is private accounting or basically what is done in the accounting department of any organization whether it be in agriculture, manufacturing, distri-

bution, ~~services,~~ or government. ¶ The second accounting area is data processing. In this context, "data processing" does not connote the need for systems engineers and programmers so much as it means a need for people who prepare the data, enter the data into computers, control the data, operate the computers, and analyze the data. In Texas the need for such people is rising, ~~— It is an expanding part of the accounting~~ and so not all of them have to have college degrees. In fact, one ~~speaker~~ expert observed that for some data processing a college degree ~~was~~ is definitely not an advantage. ¶ The third area is internal auditing. It is an expanding part of the accounting craft both in government and in private industry. Larger organizations especially are increasing the size and scope of internal auditing. ¶ Public accounting, the fourth area, is more likely to seek people with college degrees. Both the variety and complexity of accounting systems and problems in this area require somewhat higher levels of accounting skills and understanding.

Forces Behind the Demand

Curiously, an economic recession such as marked mid-1980 is more likely to increase than to reduce job opportunities in accounting. Economic downturns generate tremendous pressures on businesses and governmental units to become more efficient. A major way to become more efficient is to become more conscious of costs...the financial aspects ... of every activity. That usually requires accountants.

Another factor in the growth of accounting jobs is the widening use of computers. Despite some concerns about economic conditions, both large and small companies in Texas are investing in new, computerized data processing systems. The need for personnel is so extensive that many companies are transferring employees from other operations to this function.

Conclusions

The demand for full-charge bookkeepers, now called accountants, is astonishing. If they are true technicians, if they get fun out of

creating something, and if they are oriented toward quality work and high craftsmanship, they also get job satisfaction which ~~are~~ is very real and meaningful.

Accounting can lead to a position in higher management if a person desires that. But essentially accounting is a technical field and one doesn't have to be a manager to succeed. Some college graduates with a degree in accounting want to assume a managerial role immediately. There's some evidence that the more education one has, the greater the difficulty at the entry level in getting started. "There's nothing more miserable than a Harvard MBA doing basic entry level audit or accounting work."

At entry levels, more important than academic degrees is familiarity with ordinary business office machines. ~~Nowadays,~~ Today nearly everyone has a pocket calculator, and on every desk in every bank in the world will be found some kind of more sophisticated calculators. ~~Ten-key capability of any kind is extremely helpful. Beginning employees need to understand what the manipulations are. Knowledge of business mathematics or arithmetic is essential.~~ Business and office employees truly represent a wide range of career interests and can be found in many businesses and industries. Most are graduates of any other single career cluster. [Omit typewritten, insert hand written]

JOB 6

ABSTRACT

"Identification and Utilization of Employer Requirements for Entry-Level Health Occupations Workers"

Professional Health Occupations Employer Organization Special Grant

Ellis M. Roberts, Ph.D., Investigator
Larreta S. King, Researcher

The purpose of this applied research project was to determine

the entry-level competencies that are expected of health occupations workers by health professionals in a variety of practice settings. Specifically, lists of competencies associated with the performance of assistance-level employees in nursing, medical, laboratory, and dental services were completed by physicians, dentists, and other health professionals. These employers identified, by title, the workers who are expected to perform the competencies, the frequencies with which the skills are performed, the relative importance of the tasks, and the levels of training needed for successful performance of the competencies.

Over 400 returns were processed for keypunching and subjected to a wide range of statistical analyses. Adjusted frequencies indicate a marked differentiation of job responsibilities in the dental service area among dental assistants, laboratory technicians, and dental hygienists. All associated competencies carry some or much importance and are usually performed on a daily or weekly basis. Although many skills are considered either an on-the-job training function or the function of secondary schools, more specialized responsibilities are expected to be taught at postsecondary institutions.

In nursing services, nursing assistants are expected to perform basic patient care tasks and are perceived to receive this training in secondary schools and through supervised work experience. Medical assistants are primarily responsible for only a few competencies, while LVNs are expected to perform a wide range of activities. Several competencies were felt to be the exclusive responsibility of another employee, presumably an RN. No clear trends regarding appropriate levels of training developed.

Medical assistants carry primary responsibility for several tasks in a health setting. Most stated competencies are expected to be performed by medical laboratory technicians and other

employer — e.g., medical technologists. The expected competencies are viewed as the training responsibility of postsecondary institutions.

Demographic information was subjected to crosstab procedure to aid in understanding the response patterns of participating health professionals. Moreover, there was an examination of common (generic) competencies among the three survey instruments utilized in the investigation.

It is hoped that the results of the study will be used as valuable tools by educators concerned with the training of health employees. Additionally, the results suggest avenues for modifying and redefining secondary and postsecondary training programs to meet the job requirements of employers.

JOB 7

Current Date

Mr. Paul Matthews
Mannis Manufacturing Company
732 Blue Bell Road
Greenville, TX 75401

Dear Mr. Mannis ?

On June 6 we gave you our order P-5470 for 20 single pedestal typewriter desks to be delivered on or before July 5. These desks were to be manufactured according to the following specifications:

42 inches by 30 inches
drop head, heavy-duty construction
1 one-inch thick solid oak top
3 three drawers on the right hand side
lock in top drawer to lock all drawers when closed

center line; longer line; align all others

In your shipment--which arrived three weeks after the guaranteed delivery date--we found that five of the desks were badly damaged and that eight of the desks were made with veneer tops rather than the solid tops specified.

The desks were ordered for seven of our best customers--all prominant firms in Sulphur Springs, Texas. Therefore, the construction must

match the specifications.

Although the lateness of the delivery has caused some damage to our goodwill with these customers, we feel that we can still maintain good relations if you will replace the thirteen faulty desks within seven days. At the same time, we will be willing to keep the damaged desks for future sales if you will allow us a 32 percent discount to cover the cost of refinishing and repairing them.

Sincerely

David O. Davis
Purchasing Agent

JOB 8

OFFICE SUPPLIES INVENTORY

January 1, 19-- to December 31, 19--

alphabetize

Supply	On Hand January 1	Replenished	On Hand December 31
Letterhead paper	10 bx	12.0 bx	13 bx
Bond paper	20 rm	--	10 rm
Typewriter ribbons	67	--	21
Typewriter correction ribbons	75	--	65
Letterhead envelopes	1,000	500	1,125
Carbon paper	2 bx	--	1 bx
Window envelopes	1,000	1,500	1,225
Pencils	10 dz	5 dz	9 dz
Pens	10 dz	--	5 dz
Correction fluid	10 btl	--	9 btl
Invoice forms	5,000	5,000	8,743
Purchase order forms	1,000	--	952
Desk calendars	7	--	0
Appointment books	8	--	0

add column for number of items used; insert appropriate column heading

JOB 9

Mr. James Austene
P.O. Box 26433
Dallas, TX 75242

Dear Mr. Austene

Thank you for your ~~note~~ letter describing your plans for an enterprising landscape project. WPS shares your interest in conservation, and you certainly set a fine example for other organizations.

Last spring's quick thaw and heavy rain created near flood conditions within WPS's industrial park. In keeping with our concern about ecology, we called on several engineers to evaluate the damage. They suggested that the rocks you referred to could be used to improve the drainage on the property. Consequently, as appealing and worthwhile as your project is, we are not able to offer you the rocks.

Perhaps, however, we might still give you some help. The rocks were collected from the Glen Adams farm, about five miles north of Denton. Mr. Adams is anxious to rid his pasture of the rocks, and perhaps he will let your fraternity members select what they need for the rock garden. You can contact him at 555-8619.

Please feel free to call us if you need further assistance. Your idea is an excellent one, and we wish you success with it.

Sincerely

Saundra Fields
Customer Service Manager

JOB 10

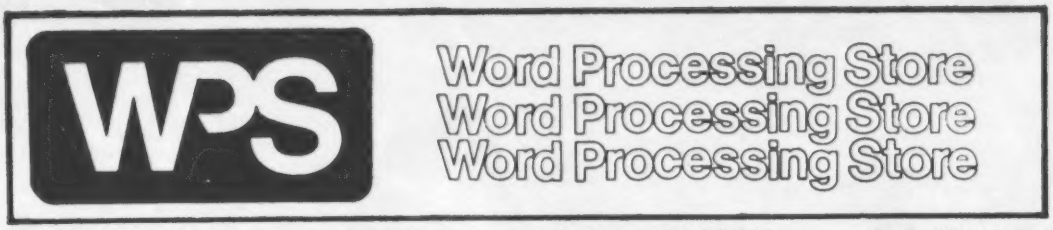
Ms. Ann McKay, Manager
Leelo Insurance Agency
Paris, TX 75460

Dear Ms. Mc Kay
Our appreciation is extended to your agency and to Bill Snow, your adjuster, for the tactful, efficient, and fair treatment we received in settling our recent accident claim.
This was the first accident one of our employees has had while on the job; therefore, we were almost totally unaware of all of the necessary arrangements that had to be made. Mr. Snow proved to be very well informed on this subject. Through his efforts, the claim was settled quickly and to the satisfaction of everyone concerned.
Mr. Snow is truly an asset to your agency.
Sincerely

David C Harrington
General Manager

WPS
Word Processing Store
Word Processing Store
Word Processing Store

2101 Walnut Hill Box 1267 Dallas ,TX 76228 214/239-6449



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78/79

MEMORANDUM

TO: DATE:

FROM:

SUBJ:

MEMORANDUM

TO: DATE:

FROM:

SUBJ: